

Arts Integrated Lesson Seed



ART FORM:
Music



SUBJECT AREAS:
Science

Lesson Title:
Protecting the environment

Grade:
4

Contributor, School:
Diana Fritts, Calvert Elementary School

Time Frame:
Three 30-minute
classes

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.
2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Science Content Standard(s)

6.0 Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Music Content Indicator(s)

1.2 Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others.
2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines.
3.2 Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.

Science Content Indicator(s)

Environmental Issues
6.1 Recognize and describe that people in Maryland depend on, change, and are affected by the environment.

Music Content Objective(s)

1.2.b Sing and play a variety of music with accurate intonation and characteristic timbre.
2.3.b Identify ways to relate music content, processes, and skills with those of other subjects taught in the school.
3.2.b Create simple melodic patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, tied notes (2 measures).

Science Content Objective(s)

6.1.a Identify and describe that human activities in a community or region are affected by environmental factors.

- Presence and quality of water
- Soil type
- Temperature
- Precipitation

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Objective(s) (Connecting the content areas)

Students will learn songs that relate to stories containing an ecological theme about how human activity affects the environment. Students will then compose a brief song reflecting some of the main ideas of one of the books.

Description of Lesson/Activities

The two books, *Recycle* by Gail Gibbons and *Joseph Had an Overcoat* by Simms Taback, will be read and the theme of recycling discussed. The students, working in small groups and guided by the teacher, will chose a portion of one of the stories pertaining to recycling and write a four-line lyric for a song. They will then compose a melody for the lyric. Lines 3 and 4 will show a musical contrast to lines 1 and 2 in rhythm or melodic pattern. Students will then perform their compositions by singing and using classroom instruments.

Assessment Strategies

The lyrics written by the students should demonstrate understanding of the recycling theme in the environmental science unit. Their melodies and rhythms will demonstrate understanding of form and notation.